

Individual Differences in Bilingual Typical and Atypical Language Acquisition: A Closer Look into bilingual DLD and ASD

Natalia Meir

The Department of English Literature and Linguistics / The Gonda Multidisciplinary
Brain Research Center
Bar-Ilan University

Author Bio: Prof. Natalia Meir is an Associate Professor at the Department of English Literature and Linguistics, University of Bar-Ilan, Israel, where she also serves as a Coordinator for the Linguistics in Clinical Research Program. She is a member of the Gonda Multidisciplinary Brain Research Center. Additionally, she serves as a member of the Multilingual and Multicultural Affairs Committee of the International Association of Logopedics and Phoniatrics (IALP).

During her Ph.D., she investigated the language skills of bilingual children with and without Developmental Language Disorder. In her post-doc, she focused on the language skills of bilingual children with Autism Spectrum Disorder. Her research interests encompass monolingual and multilingual typical and atypical language development, with a focus on Heritage Language development and maintenance across the lifespan. Her goal is to understand which linguistic and extra-linguistic factors shape child and adult Heritage Language grammars.

Abstract: Large individual differences in language skills are well-documented in monolingual children (e.g., Kidd et al., 2018). In bilinguals, this broad variation is even more pronounced (Paradis, 2023). Some bilingual children may be more dominant in their Heritage Language (HL), while others in their Societal Language (SL). Significant individual differences are observed in neurotypical multilingually exposed children as well as in those with developmental language disorders (DLD) or autism spectrum disorder (ASD) (e.g., Armon-Lotem & Meir, 2022; Meir & Novogrodsky, 2020).

What causes this large variation in language skills among bilingual children in their HL and SL? I will discuss previous findings on multiple sources driving individual differences in bilingual typical and atypical child language skills, including child-internal factors (e.g., age of onset of bilingualism, cognitive abilities, socioemotional wellbeing) and child-external factors (exposure-related factors, such as quantity and quality of exposure, parental language proficiency, and family identity). I will present a novel network analysis that can shed light on the nature of the relationship between various factors influencing individual differences in bilingual children's typical and atypical language acquisition outcomes.

References:

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